

# **“Emergent Literacy”**

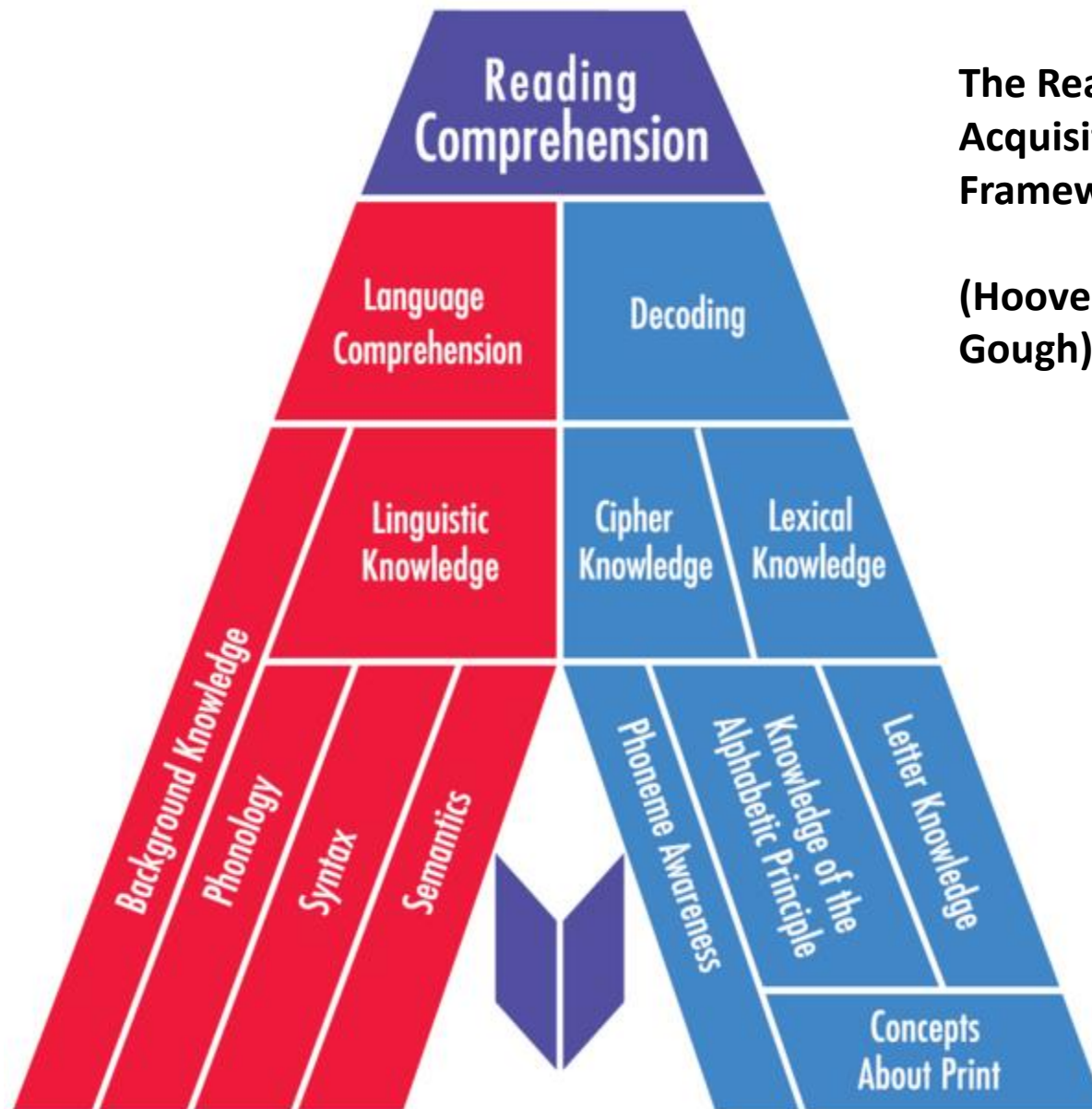
CTGE 5534

Beginning Reading and Writing  
in Inclusive Classrooms

Instructor – Andrew Fletcher

# Language (Spoken) → Reading/Writing

- “What is the connection between language (spoken) and reading (and writing)?”
- “What parts do print awareness and knowledge of the alphabet play as children transition from being emergent readers into beginning readers and beyond?”



## The Reading Acquisition Framework

(Hoover and Gough)

# Emergent Readers versus Beginning Readers

# Stages of Reading

- Emergent – Birth through first grade
- Beginning – Kindergarten through second grade
- Instructional – Late first grade through adulthood
- Emergent literacy
- Conventional literacy
  - Early
  - Transitional
  - Fluent

# Emergent versus Beginning Readers

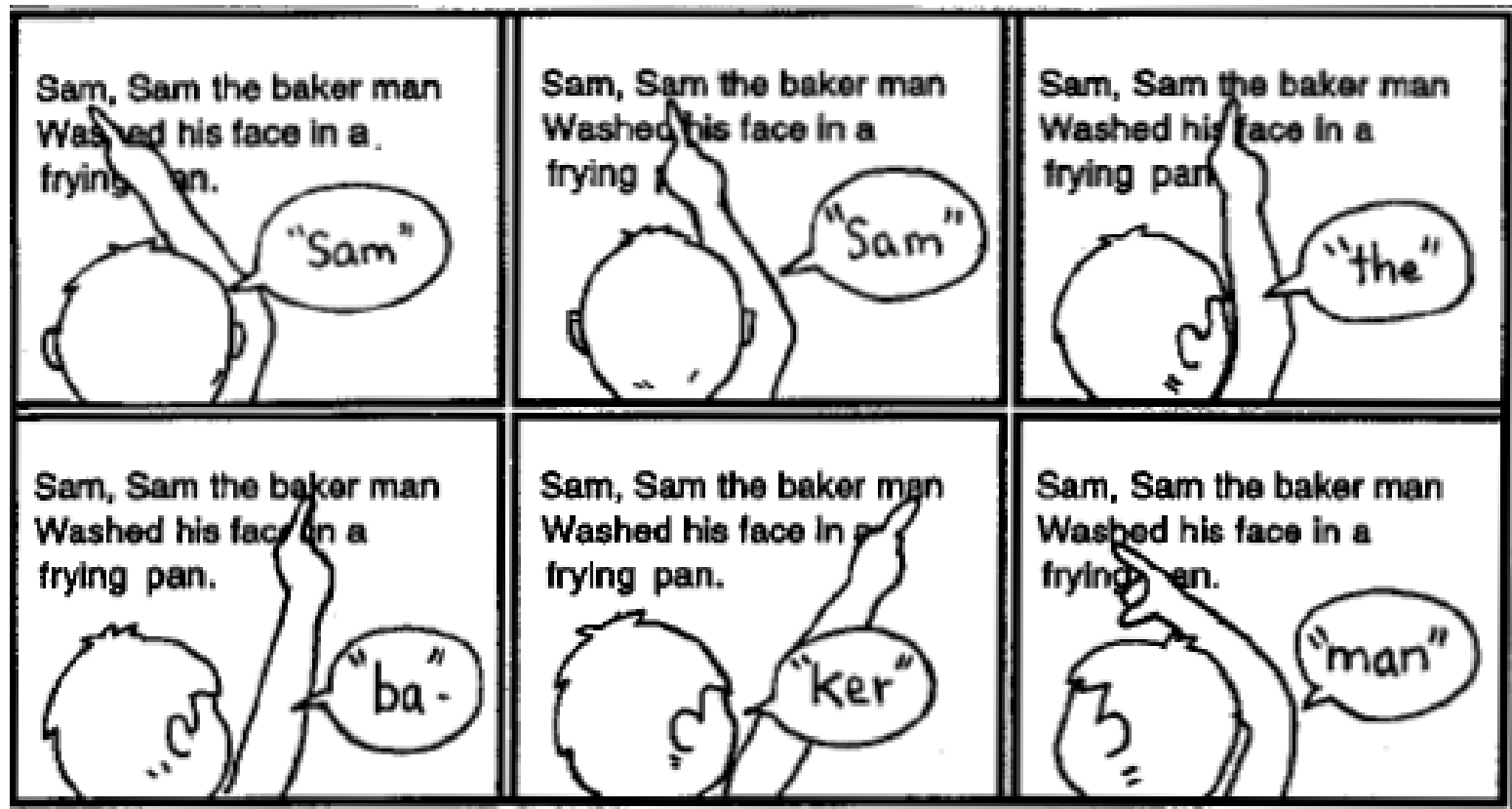
## Emergent Readers...

- Have difficulty segmenting a speech stream.
- Cannot match speech to print. Have no Concept of Word (COW).
- Have an incomplete knowledge of the alphabet.
- Cannot represent sounds in their writing.

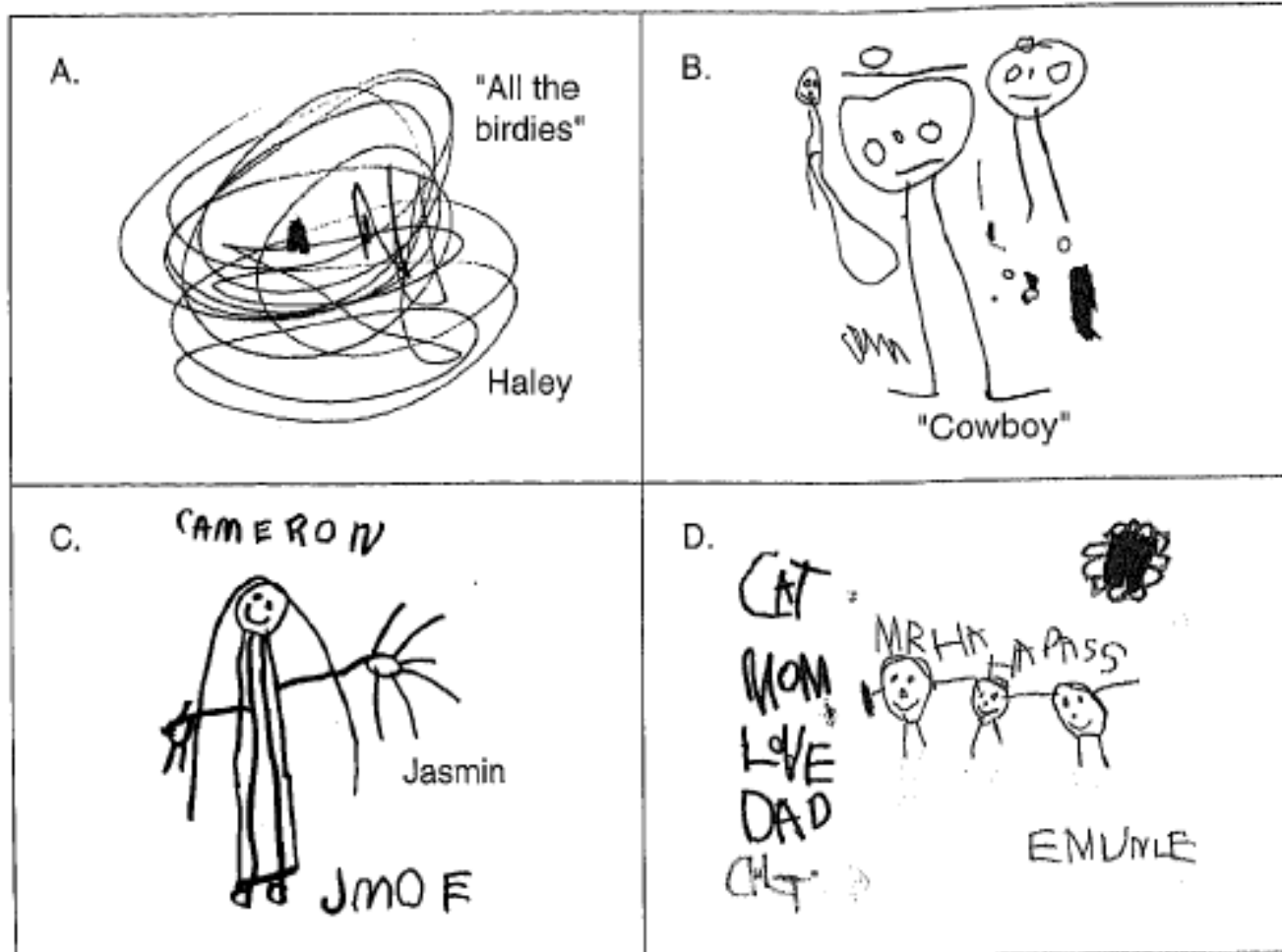
## Beginning Readers...

- Have a concept of word.
- Read word by word.
- Use context to help decipher unfamiliar words.
- Spell words by the names of letters.
- Build word banks of familiar words.

# Concept of Word

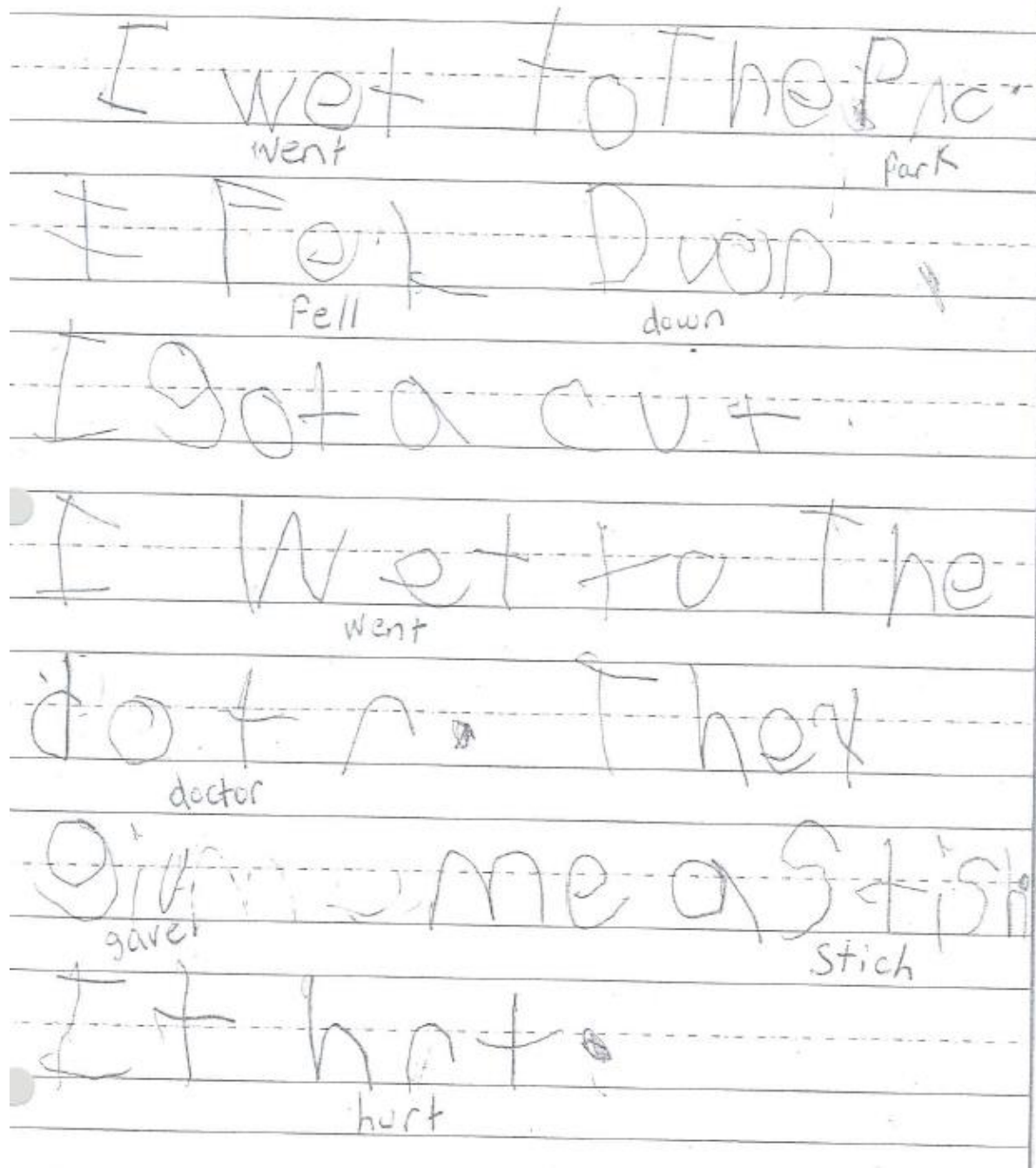


# Emergent Writing





# A Sample of Beginning Writing



# Print Awareness

(Concepts About/Of Print, CAP, COP)

“The basis for knowledge of letters and the alphabetic principle is knowledge of the mechanics of the printed word, or concepts about print. This includes knowing that printed text carries a linguistic meaning, that there is a correspondence between printed and spoken words, and that text in English runs left-to-right and top-to-bottom on a page.”

# Knowledge of the Alphabet (Letter Knowledge)

Letter knowledge is “the ability to recognize and manipulate the units of the writing system. In English, these units are the letters of the alphabet. Knowing the names of letters is not what is crucial here (although most children learn to distinguish letters by learning letter names); rather, what is important is being able to reliably recognize each of the letters.”

# References

- SEDL,  
<http://www.sedl.org/reading/framework/overview.html>
- Bear et al., 2007